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WELLESLEY NEWS

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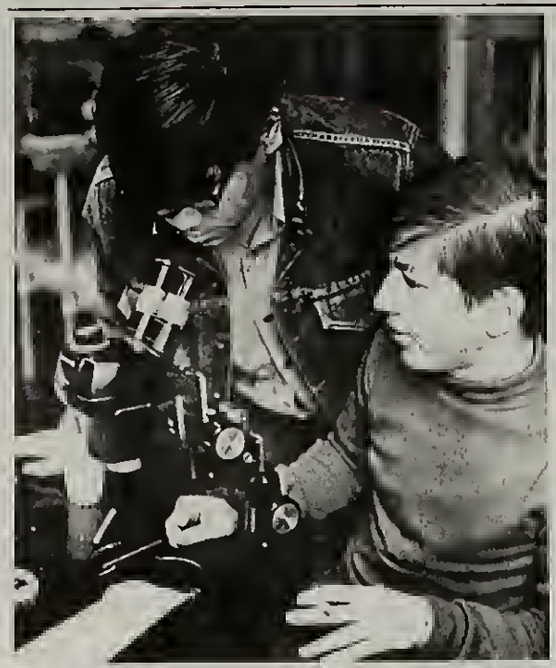

Upward Bound participants Sam Lau and Terry Landers, examine paramecia through a microscope in Sage.

Deans Discuss New Positions, Consider Elements of Power

The issues of student power and faculty power are among the major concerns of two new members of the college administration, as they prepare to assume their posts.

Miss Phyllis J. Fleming, dean of the College for next year, and Mrs. Maud Hazeltine Chaplin, new dean of sophomores, spoke of the politics of campus power when interviewed recently by News.

Both new deans feel their former positions as teacher and student will give them valuable perspective in their role of administrator. Miss Fleming, professor of physics, has taught at Wellesley for 14 years. Mrs. Chaplin, Wellesley '56, has just earned her Ph.D. at Brandeis.

"In physics, the first thing you do is learn to live with change," said Miss Fleming. "Fortunately, we use the experimental approach. If something isn't working, we reject it, and we don't take the failure of a particular theory to heart.

Faculty Power

"I believe strongly in faculty power. The faculty has a responsibility to take a stand on community matters. As an administrator, my job is to serve as a link between the faculty and the president," she said.

"Another side of the responsibility question is responsibility to one's own job. Here it boils down to a question of time. The faculty has an obligation to teaching and research; the students have an obligation to studying. Both have an obligation to society," Miss Fleming continued.

"In other words, I'm not going to expect these people to work at administrative details. On the other hand, I hope to call on both faculty and students for their opinions on plans for the future," she said.

Student Demands

Mrs. Chaplin also spoke of the responsibility of students in working for change.

"I question whether any group has the specific 'right' to make demands of another group. Yet this seems to be the attitude of students today," she said, citing the article by Max Eastman in the March issue of **The Atlantic** which describes students fighting "guerilla warfare against the college of their choice."

"In fact, I was amused by the similarity of some of the issues raised at the Craigville Conference to those we were talking about when I was at Wellesley," she added.

Although she acknowledges that her college years belonged to the "Silent 50's," Mrs. Chaplin suggests that the increased social concern of students today comes more from a change in the national situation, than from a basic change in the student population.

"You can't be a student today and not be concerned. While I was at Brandeis, I felt we were all campaigning together," she said.

'Footprints' to Merge Paintings & Dance; Warhol's Influence To Highlight Finale

Departing from the traditional narrative motif, this year's Tree Day activities, scheduled for 2 p.m. Saturday on Severance Green, will have as their theme "Footprints" — the moods of paintings expressed through music and dance.

According to Anne Howden '70, dance chairman, Footprints is a combination of the arts focusing on impressions of paintings. Anne took the idea for the theme from the Laguna Arts Festival in California, and the rest of the Tree Day committee, headed by general chairman Molly Anderson, '69, expanded on it.

Dances Express Printings

Participants in the pageant will enter the green through a large picture frame. Among the paintings to be interpreted are one by Toulouse-Lautrec, which will feature a can-can to music by Offenbach; a Gauguin, "Five Tahitians," with primitive drum music; and a finale entitled "Warhol?" with pop dance, pop art (a Campbell's soup can background), and pop music (a musical collage).

Anne describes the Tree Day program as "very untraditional. It's not as humorous or farcical as Tree Days of other years, but it's really good entertainment and fun to watch."

Some Traditional Aspects

Other activities on the Tree Day program include the traditional speeches by the senior class president and the freshman Tree Day mistress, and the entrance of the classes in the shape of a W, accompanied by singing. The presentation of the senior Tree Day mistress and her court will precede the dance pageant and the spade-giving and receiving.

After the activities on the green, classes will compete in crew races on Lake Waban. "Group Therapy," a group from Princeton, will provide music for a dance at 8 p.m. on Society Row. Princeton and Wellesley singing groups will perform.

Wellesley's Upward Bound Teaches All: College Provides a Collage of Experience

by Candace Fowler '71

Silence. Four boys sit in the still lab, waiting. One of them glances occasionally into the microscope in front of him. The only sound is the tapping of a foot or finger. Then, suddenly, the silence and stillness are broken. The room fills with teenage boys and a few college students carrying jars of water from Paramecium Pond, and with their talk and laughter. They pour the contents of the jars into metal pans and try to catch the tiny animals in the water.

Chasing the creatures through the pans with droppers becomes a kind of game. Gradually the boys wander to the microscopes to examine their prizes. "Hey, look at this," someone shouts, and his friends run over to see what he has. "Wow — look at it move!" In the confusion of going from microscope to microscope and back to the pans for more specimens, a few boys from a small group decide what positions they'll play in the afternoon's softball game. Another fights playfully with the crawfish in one of the pans.

It's Saturday morning, and Mrs. George Conant of the Wellesley biology department, with the help of several Wellesley student teaching assistants and faculty members, is holding a biology lab with seventeen teenage boys, sophomores and juniors at Latin in Cambridge and Brookline High School. On other Saturdays the lab is led by other members of the Biology Department. The lab is part of a regular Saturday Upward Bound project which has been operating at Wellesley since February 3.

The program is the result of efforts on the part of several Wellesley girls, a division of S. O. headed by Peanut Kerbin '68, to establish an Upward Bound summer program at Wellesley. The girls contacted Mike Efron, MIT '65, assistant director of the MIT Science Day Camp, for advice. Mike, Joe Kleinman, MIT '68, and Suneel Advani, MIT '68, offered their own assistance and ten boys (later expanded to the current seventeen) for a Saturday afternoon program to give the girls the experience they would need to set up the summer project.

The program includes several other activities in addition to the bio lab. After the lab the boys, singly or in pairs, meet with Wellesley girls who tutor them in English. Barry Phillips, assistant professor of English, coordinates the

(Continued on Page 6)

Senate Approves Organization Budgets

Senate unanimously approved the campus organizations' budget requests to SOFC on Tuesday night after accepting the new constitutions of the class of '71 and the Wellesley College Young Americans for Freedom.

The SOFC budget projected for next year was presented by Tina Jameson '70. The requested grants of the organizations totalled 40,805.53 dollars, an increase of 266.38 dollars over this year's budget.

Financial Starvation

Tina explained that many of the increases in budgets were the result of factors outside of the control of the organization itself or the College, such as the increase in printing costs faced by News and Keynote.

To counteract these rising costs, SOFC urged many organizations to cut down considerably in their food budgets. Several organizations were reminded of the availability of meal tickets for guest speakers which are obtainable as needed through application to SOFC.

Ditto Don't Duplicate

Duplicating costs were substantially reduced in many budgets. SOFC recommended that the ditto machine be utilized for as much of the duplicating as possible.

SOFC also had to cut down on most requests for money for speakers. Since many departments have separate lecture funds of their own, organizations that are affiliated with academic departments were advised to investigate the possibility of coordinating efforts. Larger organizations, particularly Forum, were urged to obtain as many speakers as possible through personal contacts and to find speakers who would come for a token fee.

Transportation

There were two concerns with which SOFC could not deal within its 11,000 dollar grant. A.A., Forum, Outing Club, and S.O. all presented requests for substantial sums of money for transportation. Transportation costs were also cut in the budgets of other organizations. SOFC proposed to Senate the establishment of a separate Transportation Fund. SOFC will consult with the administration in the hope of obtaining funds to meet this need.

The second issue involved News request for an additional 600 dollars to cover printing costs to extend limited circulation to MIT. Recognizing that SOFC is unable to grant such a large increase, News presented the question to Senate in order to find out if any other funds were available.

Activities Fee

Mr. Schecter, assistant professor of political science, suggested that the limitations of the SOFC grant might be overcome by initiating a student activities fee, such as those found at other colleges. Schecter felt that this would "place the responsibility on the students," and they would not have to look to any other body for funds.

Following the approval of the budget, Missy Silverman presented a proposal that would give freshmen optional blanket permission upon the decision of the individual parent. She suggested a form letter valid for freshmen, sophomores, juniors, and seniors, authorizing them to stay overnight 1) at any place, 2) at certain stated places, or 3) with certain stated

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PARKING POLL

If parking fees were lowered, would there be more cars on campus? Please answer the following four questions, tear out this questionnaire, and deposit it in the box at your dorm bell desk.

	yes	no
1) Will you have a car here next year?	☐	☐
2) If so, will you be keeping it off-campus?	☐	☐

If you checked yes to question 2, please explain why below:

3) Would you keep a car on-campus next year if the parking fee were $50 for the year	☐	☐
4) Would you keep a car on-campus next year of the parking fee were $30 for the year?	☐	☐

How Residential IS Residential?

The belief in the "residential character of the College" (Catalogue, p. 24) underlies Wellesley's regulation that "residence in college halls is required of all undergraduate students except those who commute from their parents' homes near the College and the married juniors or seniors who have permission to commute from their homes" (Catalogue, p. 140).

Yet, when a sizeable percentage of the faculty lives in Cambridge or similarly far-removed areas, and when outside the classroom or the office in the Academic Quad contact with even those who live in faculty housing on the campus is limited to Tuesday night dinner, one may ask whether "residential community" is not indeed limited to *residential students*. When overnight sign-outs proliferate every weekend, and many a student packs her suitcase come Thursday night, we feel justified in demanding: *Exactly how residential is "residential"?*

That the concept of a residential college is not without its attractions is unquestionable; what *is* questionable, however, is the possibility of attaining it in a basically all-female environment. The possibility is rendered even more dubious in light of the fact that one of Wellesley's major attractions is its much-advertised proximity to Boston and Cambridge, a proximity that somehow becomes slightly illusory upon one's arrival here.

News would therefore like to urge a reconsideration of the residence philosophy to allow unmarried seniors the option of living off-campus. Three years of dormitory life should be sufficient to convince a girl whether she wants a different kind of education experience in her last year.

The costs of housing in Wellesley or commuting from Cambridge or Boston would obviously severely limit the number of students taking advantage of the option. A change of policy this year, however, would probably create enough dormitory space to at least alleviate some of the problems of rooming the classes of '71 and '72.

The option to live off-campus, admittedly, might not affect very many students, probably for financial reasons. The possibility remains, though, that it might be a more realistic and more imaginative approach to twentieth-century education.

Déja-Vu

It is rumored that Academic Council will vote on the pass-fail proposal within the next week and a half. What is the pass-fail proposal?

Will the proposal first be presented for consideration and comment by the students or will it be handed down as a *fait accompli* in the manner of the ad hoc committee report?

If the unwritten secrecy policy of Academic Council is again the excuse for not offering academic legislation to the students for consideration, then the immediate concern of Council should be to abolish this tradition. The fear that student intervention will inhibit the progress of legislation is a short-sighted excuse. Efficiency is not necessarily reflected in speed, but in the long-range effectiveness of a policy.

We have been promised open lines of communication. Yet, the failures of January are being repeated. What are we to do? Does every change demand an ultimatum?

Guarantee For Life

There is a disturbing myth at Wellesley: once you get here, don't leave or they'll never let you come back. The myth is not very well founded in official College policy or in the application of the policy, but it is nevertheless oppressive and convincing to the Wellesley student. The official college policy on "withdrawal" is a reasonable, though not very imaginative, one. According to the administration, if a girl leaves in good health and in good academic standing, readmission is supposed to be no more than a formality.

However, Wellesley girls have heard many stories about students who were not readmitted, and are hence wary of taking a year off. The aura of "impossibility" which surrounds readmission is encouraged by the actual readmission process. A girl who is applying for readmission must have medical recommendations, and employers' references. She must write a letter explaining her sincere desire to return to the Wellesley womb. Finally, a committee considers her request and decides if she is "ready" to come back. Most requests are granted.

The College does not disapprove of withdrawing. The deans see the constructive aspects of taking a year off and consider withdrawals beneficial in many cases. But this attitude is not made explicit to the students, who continue to feel that if they leave, the administration will regard them as irresponsible, unreliable, or unstable. Readmission remains a chancy process to them.

Wellesley needs more than a policy of "not disapproving" of withdrawals. The College should *encourage* students who have ideas and plans for taking a year off. The "withdrawal" policy should be changed to a policy clearly stated in the Catalogue, allowing for a "leave of absence" with automatic readmission.

To The Belindas of '68

But anxious cares the pensive nymph oppressed,
And secret passions laboured in her breast.
Not youthful kings in battle seized alive,
Not scornful virgins who their charms survive,
Not ardent lovers robbed of all their bliss,
Not ancient ladies when refused a kiss,
Not tyrants fierce that unrepenting die,
Not Cynthia when her manteau's pinned awry,
E'er felt such rage, resentment, and despair,
As thou, sad Virgin! for thy ravished Hair.

—Alexander Pope

WELLESLEY NEWS

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The Reader Writes

Hair-raising Event

To the editor:

Many seniors during the past week have become concerned about the fact that those with long hair must wear it up for graduation. The reason for this, according to Mrs. Tenney, is appearance. The academic procession looks better with all the trim white collars showing.

We feel, however, that we must object to this ruling also on grounds of appearance. A cap perched on top of mounds of hair looks at best silly and at worst ludicrous, making a parody of the formality of commencement.

The solution to this, says Mrs. Tenney, is to wear the hair in a low knot at the nape of the neck. While this is a solution for some, on most girls it serves only to make them look old and adds unflattering severity to an already unflattering outfit. There is also the problem of those girls whose hair is too long to wear down and yet not long enough to stay pulled back in a knot. Again, it could look ridiculous.

We are not advocating that every senior with long hair wear her hair down. There are many whose hair looks lovely up, and who will prefer to have it out of the way, especially if the day is warm. And the white collars showing do look nice. However, we feel that there should be a choice for those who would prefer to wear their hair down. Softly curled hair could add a touch of femininity and individuality to this most important occasion of our college careers.

Sincerely,
Concerned Seniors
(Names withheld on request)

The Larger Issue

To the editor:

At the "all college" meeting Wednesday evening, I raised the question of whether the administration intends to leave open the possibility of student threats or whether it is interested in changing the present system to legitimize student power. I am not satisfied with the answer that the administration is willing to listen to and evaluate well-formulated student ideas, with the understanding that if such ideas are not well-received, the student group has the consent of the community to threaten the administration. Whether or not one agrees (as was suggested at the meeting) that the administration's ultimate responsibility is to the trustees, it is possible to conceive of a well-formulated student idea which is not supported by the administration. The question, therefore, is who has the power and responsibility to decide whether the students or the administration is right. The students at Wellesley do not seem to have that power except when they organize to protest against an administrative decision.

If it is true (1) that a college administration would not choose to act under a system which periodically threatens its authority with ultimatums, and that (2) demands from student groups are sometimes just, and that (3) the power and responsibility involved in decision-making for a whole community should be shared by all members of the community interested, then it is time to seriously analyze our present decision-making structure and change it to meet the needs of all the members of the community. We should ask ourselves whether decisions at Wellesley have to be made behind closed doors with a limited number of representatives, whether we are interested in helping to determine what our educational experience is, and whether a form of representative democracy would come closer to meeting the needs of the community.

The most encouraging thing that came out of this experience was not that the administration responded positively to a student ultimatum, but that students were hired as recruiters to act in what has been defined in the past as an administrative role. Let us use all-college meetings to share the power and responsibility among the students, the faculty, and the administration, and see if it is possible to avoid the kind of circumstances which compel people to strike.

Jill Vickers, '68

Gratus Est

To the editor:

Contributions by the faculty and staff to the Southern Christian Leadership Conference and the Poor People's March have netted over $1000, as of Friday in spite of the bad timing, and mostly thanks to Mrs. Abner E. Shimony. Four faculty members, one faculty wife, and one student had the privilege of attending the lunch at Northeastern University in honor of the Rev. Ralph Abernathy.

All six found they were glad to have been there. There was a breath of hope in the air at the lunch and in the Commons afterwards.

Mrs. Curtis Sheil

Patron-age

To the editor:

Keynote would like to thank the following Wellesley merchants for their patronage of this year's edition: Anderson's Gulf Service, Cannor's Esso Station, The Cheese Shop, Coleman's, Filene's, A. Gan Company, Tailors, Cleaners, and Summer Storage, George'a Folly, Hathaway House, The Triangle Shop, Wellesley Shoe Repair, Wellesley Supermarket, W. W. Winship, Inc.

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Belinda—Class of '98

Wit, Romance Dominate "The Way of the World"

by Mary Enterline '70

"I, it seems, am a husband, a rank husband; and my wife is a very errant, rank wife — all in the way of the world," observes Mr. Fainall in William Congreve's The Way of the World. Last weekend the Wellesley College Theater brought the sophisticated, elegant world of this seventeenth century English wit comedy to campus.

Under the direction of Mr. Paul Barslow, the Wellesley College Theater presentation took advantage of witty, epigrammatic lines.

Barslow's blocking was particularly effective in scenes where he placed antagonists like Mistress Marwood and Mistress Millamant at opposite sides of the stage.

Actress Wins Applause

Virginia Hammonds '69, fluttered around the stage as Lady Wishfort, and her vital performance brought applause from the audience after several scenes. The bumbling and reluctant Waitwell, played by Barry Growe (Harvard MAT), declared that she was "the antidote of desire."

Copper Coggins '68 made a very striking and coy Mistress Millamant although her witty portrayal was not tempered enough by sweetness to make the audience like her. Mirabell, portrayed by Percy Granger (Harvard '67), was the most believable character among the many types, yet at the same time, less unique.

A Woman Scorned

Hatred emanated from the eyes of Lauren Joan Simon '68 who played Mistress Marwood with all the passion of a woman scorned while Michael Merritt (MIT) played her witty accomplice, Fainall. Wayne Scott (Harvard '67) gave an excellent portrayal of the rustic Sir Willful Witwoud, and Nancy Herron '69 played Mrs. Fainall as a lady of great dignity.

Eric Levenson's set included three-sided backing and side elements which revolved to display the changes of scene. The audience could have appreciated Levenson's cleverness, however, without the unnecessary total rotation of the elements for their benefit.

The make-up and costume people earned special praise. Subtle touches on the lavish period costumes and wigs made each character's costume fit his role.

Carol White Plays Poor "Cow"; Movie Missing Depth, Direction

by Pat Nicely '71

Nell Dunn's novel, Poor Cow, is a fresh and provocative work of art. Yet somewhere in the transition from novel to screenplay it has lost all its originality, making the film Poor Cow nothing more than a sad collection of borrowed cliches.

The first highly-publicized scene, ("not for the squeamish"), in which a baby is born quickly and neatly, sets the unfortunate mood of the film. Director Kenneth Loach, who with Miss Dunn wrote the screenplay, has tried to innovate, but presents instead merely old cliches of Bold Truth and Stark Realism in the London slums. Every time the film shouts, "Look, this is New and Shocking!" we are greeted only by another tired banality that we've seen before and that we've seen better done.

Star Vehicle

It has been said that Loach has prostituted his film to make it a star vehicle for Carol White, the British actress who plays the "cow" of the title. But we find that hard to believe because there is little in Miss White's performance that is of star quality. She has been touted as the next Julie Christie, but Miss Christie needn't worry about this chubby newcomer.

Admittedly, Miss White does not have a great deal to work with in Poor Cow, yet it is difficult to imagine any character — even a working-class whore — with the total lack of depth that Miss White ascribes to Joy.

Trite Situation

Joy is a young mother and wife of a petty criminal. When her husband is imprisoned, she moves in with his best friend, Dave (Terence Stamp). When Dave is jailed, she drifts from job to job and man to man, with little more purpose or direction than the whole film has.

Some of the best relief from all this triteness is provided by Simon and Stevie King, Miss White's sons, who play Joy's son at different ages. Ironically, the sequences involving the children are some of the most significant and best-photographed parts of the film, but even they are poorly-handled.

New Chapters

Some of Loach's more disturbing attempts at innovation are the "chapter headings" inserted into the film, and the ending, in which Joy optimistically answers questions about her future in an interview with an unseen inquirer. These devices very obviously are intended to be exciting, yet the "chapter headings" manage to remind us of "Thoroughly Modern Millie," and the ending is nothing more than lame.

The wealth of feeling and the distressingly steadfast optimism of Miss Dunn's novel have been completely buried under a mound of pretentiousness in the film. Terence Stamp and John Bindon (the first husband) give fairly inspired performances, and it is interesting to speculate on how good they could really be if they weren't confined by Loach's direction. But in all, Poor Cow at the Cheri I is a film to avoid.

Rocky Attends Platform Hearings; GOP Delegates Convene in Boston

by Judith Wong '71

"He is a very dynamic, impressive man. His speech won a considerable amount of support among the delegates tonight." These lines expressed the general sentiment Sunday night at the banquet where Governor Nelson Rockefeller addressed the Massachusetts delegation to the Republican National Convention at the Sheraton-Boston.

Excitement surged. And four Wellesley students hostessing at the event were caught up in it. Rhea Kemble '69, Margo Turrentine '69, Jo Ann Brooks '71, and Judith Wong '71 agreed that their past campaigning had been worth the effort.

Personal Style

Governor Rockefeller moved easily among the guests. He talked readily with them all and showed intense interest in each even to their account of Wellesley's "Choice '68" results. Mrs. Rockefeller is gracious and poised, a striking woman, definitely reserved.

An ABC correspondent noted that candidates like to be seen with the attractive young. On college campuses Gov. Rockefeller has three topics that he always includes, he said — a lottery system for the draft, lowering the voting age to 18, and a settlement in Vietnam by negotiations including Russia and China. A CBS correspondent added, "Gov. Rockefeller has been warmly received on college campuses."

Issues

In his speech to the gathering of delegates, top state officials, including Senator Edward Brooke, and heavy contributors, Rockefeller stressed the fact that the Republican Party is only third in registration. "First are the Democrats ,then the Independents, and finally the Republicans," he said.

Governor Rockefeller went on to the Vietnam war. According to him, the only viable solution is in terms of negotiation including the Russians and the Chinese.

Delegate Strength

Several delegates expressed enthusiasm for Governor Rockefeller but there was a wide range of opinion. "The delegation is committed by law to Rockefeller on the first ballot but subsequent ballots may show only 15 of the 34 delegate supporting him," noted one delegate. "A lot depends on Governor Volpe. His term will not expire for two and a half years and many people in the delegation will have to go to him for favors. Their votes may reflect this consideration." John Volpe, a delegate-at-large, is believed to support Richard Nixon.

Jo Ann Brooks feels that Volpe's power may be overestimated. "Senator Brooke, also a delegate-at-large but a Rockefeller supporter, may be more influential in swaying the delegation because Volpe lost the primary to Rockefeller." Governor Rockefeller is aware of this consideration. He repeatedly praised Volpe effusively as a "great man and a brilliant administrator." He opened his remarks by expressing his pleasure at being in Boston depite the "embarrassing circumstances."

'68 Rockefeller Press

No one is really going to control the delegation. The members are not puppets but will act independently," declared an Associated Press correspondent stationed at

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Benefit Poetry Readings Announced

Artists Against Racism and the War has announced three poetry readings this week to benefit community peace and freedom movements.

Tomorrow, Alan Dugan, a winner of the Yale Younger Poets Series, and Robert Lowell, well-known for both poems and plays, will read their work at the Arlington St. Church with two local poets, Ruth Whitman, winner of the Castagnola Award of the Poetry Society of America, and Sam Cornish, who publishes Mimeo in Cambridge. Tickets will be $2.50 (students $1) to benefit the resistance and the United Black Front.

On Tues., May 21, Helen Chasin, a winner of the Yale Younger Poets Series, William Corbett, editor of Fire Exit, Paul Hannigan, who has published a book of poems, Yvonne Rueda, who lives and publishes in Roxbury, and Richard Tillinghast, whose work has appeared in Poetry, will present a free reading at the Charles St. Meeting House. Contributions will be welcome.

On Thurs., May 23, Robert Creeley, author of For Love, Sidney Goldfarb, who teaches at MIT, and Ron Lewinsohn, who has been called by the New York Times "one of the best West Coast poets," will read at the Arlington St. Church. Donations will benefit Mothers for Adequate Welfare & C.A.U.S.E.

All readings will begin at 8 p.m. and free broadsides of poems will be available.

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Interns Anticipate A Variety of Challenges

by Ann Sherwood '69

A telephone call from a Congressman who asked "Aren't you going to send us an intern this year?" indicates the past success and present reputation of the Wellesley-Vassar Washington Internship Program. And, Phillip M. Phibbs, director of the program indicated that the assignments for this summer are thirty of the most "varied and potentially interesting" ever.

The fifteen Wellesley juniors who will start work in the capital on June 17 are pulled there by a variety of motives, to be challenged by exceptionally diverse jobs. Some have very definite expectations; others express sheer excitement and enthusiasm for their positions, and for being in Washington in the long, hot summer of a particularly complex election year.

Johanna Branson will work in the Division of Compensatory Education in the department of Health, Education, and Welfare (HEW), implementing programs that evolve from civil rights legislation and elementary education acts.

Johanna, who worked in a Head Start program last summer, sees the job as an extension of her interest in education, and is especially interested in work with civil Democratic Senator from Pennsyl

Laura Buttit has been assigned to Senator Joseph S. Clark the Democratic Senator from Pennsylvania. She will be working under Clark's press secretary, Louis Phillips. Clark's office will be particularly interesting according to Phibbs, in that he is running for reelection this year. In addition, Phibbs hope to place a Vassar intern in the office of Clark's Republican opponent in the senatorial race.

Laura confessed that she really knows "very little about American Government," and is looking forward to the "first-hand experience" of learning about it.

Marianne Chawluk will replace '67 Intern Pam English in AID, working in the Congressional Liaison office. The Congressional liason is in some sense a "lobby organization" for AID, so Marianne should be able to learn about a bureaucracy, on one hand, and how it deals with Congress, on the other.

Marianne has talked with Pam and anticipates some research work, and speech writing for Congressmen and Senators. She hopes to be able to work "with some aspects of underdeveloped countries," and to be able to use parts of her summer work as preparation for her 370 project.

Natalie Olson joins Johanna in HEW, but in the Bureau of Education for the Handicapped. Under Bertram Weiner, she hopes to pursue her interests in work with the handicapped.

"I'm glad to be in the programs this summer," Natalie commented, "especially since I want to do a lot of work in the campaign for Kennedy."

Nancy Olst has been tentatively assigned to work with Congressman John Conyers a Democrat from Detroit. Conyers is activety involved in work with the Southern Christian Leaders Conference, and with the Poor People's March on Washington.

Nancy, who is curious to find out what she will be doing, and what an intern is, and does, is interested in Washington not just to see "what's going on," but also to work for the SCLC.

Cynthia Harrison has been placed in the office of Senator Albert Gore, Democrat from Tennessee, an office which has traditionally kept a "No Interns" sign on the door. Terming the assignment a "major breakthrough," Phibbs remarked that Gore is a "highly ranked and very articulate" member of the Foreign Relations Committee, and the Senate Finance Committee as well. In addition, he serves on the Joint Committee on Atomic Energy.

"He said he had a desk available for me," Cindy said. "It should be very interesting."

Laurel Johnson will be working in the office of Senator Quentin Burdick, a senator from her home state, North Dakota. Phibbs cited this job as evidence of the fact that having good interns in the past is of great assistance in getting people placed in interesting and important jobs.

Ellen Kendrie and Leslie Rebl will be working part of the time with the federal government with the Office of Economic Opportunity (OEO) in the Legal Services Program, and the rest of the time at the local level helping to carry out the program they have seen planned at the federal level.

In this situation, Phibbs anticipated that they will see the problems and frustrations of dealing with each level, and of the two levels working with each other.

Jan Krigbaum will be working with John Schutt, former Wellesley instructor in political science, in the policy planning division of AID. Her position involves planning for future programs of AID, and especially research in the area of economic development, searching for productive, and financially-feasible ideas for AID to implement.

Jan brings her background with Progreso to the job, and hopes to learn how things really work in a bureaucracy, where one must be more concerned with money and allocations than she has been with her Latin American project.

Toni Liebstein has been assigned to work with the Democratic Congressman from her home district in New Jersey, Frank Thompson, Jr. "He promised me I won't have to type," she said. Phibbs commented that his office should be particularly interesting because Thompson is one of the organizers of the liberal groups of Democrats in Congress. He is active in pushing through legislation and new ideas.

Kris Olsen's work on the "Offender Rehabilitation Project" will involve her with the social, psychological and vocational services for indigent offenders in DC. The project, financed by OEO, aims to help the individual in the judication of his case, and in his social adjustment following his offense, and hopes to limit recurring offenses through its work.

Hillary Rodham will work with the research and planning division of the Republican House Conference. While the Conference includes all the Republicans in the House, the staff is concerned primarily with new ideas for legislation and for the party as a whole. It is particularly useful to Republican Congressmen in a year when the party is out of power. Hillary commented wryly, "I'm going to find out how the System works."

Susan Sheelz will hopefully be joining the other Interns in HEW. While her assignment has not yet been confirmed, she anticipates working with the "Follow Through" Program, the intermediary step between Head Start and Upward Bound, working on programs or local communities carried out on the national level.

Ann Sherwood will be working on NBC News in Washington, and with Paul Duke, Congressional correspondent with WRC-TV. This is the first year of the internship program to encompass the news media; the assignment was procured with the help of a former Wellesley intern who also works with WRC-TV.

Ann expects some insight into politics, but more, into the news media and how it operates in the political sphere. "I'm really looking forward to living with people who will have seen the Congressman's side of the issue at the same time I am looking at the situation

(Continued on Page 6)

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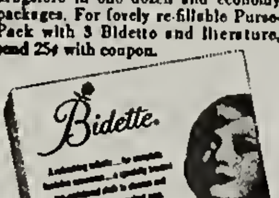

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Wellesley Echoes Choice' 68

CHOICE '68, the first national collegiate presidential primary sponsored by Sperry Rand's UNIVAC division and Time magazine, was held nationwide on April 24, 1968. Students numbering 1,072,830 on over 1200 campuses expressed their presidential preferences, (first, second, and third choices of twelve candidates), and their opinions on key issues.

Nationwide statistics revealed the following results:

Senator Eugene McCarthy won CHOICE '68 with 285,988 first-place votes. Senator Robert F. Kennedy was second with 213,832 and Richard M. Nixon third with 197,167 first-place tallies.

November?

Over 44 percent of those who voted will be of voting age in November.

Other leading first-place vote-getters were Governor Nelson Rockefeller, with 115,937 and President Lyndon Johnson, with 57,362.

In ballot mentions (either first, second, or third), McCarthy led with 623,360, Kennedy was second with 508,408, Rockefeller was third with 459,897, and Nixon fourth with 409,588.

Write-Ins

There were 31,775 write-ins. Vice-President Hubert Humphrey received 18,535, about 60 percent of the write-ins and 2 percent of the total vote.

Vietnam, Urban Crisis

On the issue of military action in Vietnam, 18 percent voted for immediate withdrawal and 45 percent for phased reduction of military effort; hence, roughly 62 percent favored some sort of reduction.

About seven percent favored the to increase, and 21 percent wanted "all out" military effort.

On the bombing, 29 percent chose permanent cessation, and 29 percent favored temporary suspension of all bombing. Twelve percent agreed with the current limited bombing approach, 26 percent said we should intensify the bombing, and four percent favored the use of nuclear weapons.

To solve the urban crisis, 40 percent thought education should receive the highest priority in government spending, while 39 percent chose job training. Riot control was given highest priority by 12 percent, housing received six percent, and income subsidy three percent.

Breakdown of Wellesley Vote

Ivy Walker '69, Campus Coordinator for CHOICE '68, received the quantative and qualitative breakdown of Wellesley's voting in the primary. On the Wellesley campus, where an estimated 82.3 percent of the students voted:

Senator McCarthy won with 634 first-place votes, or 46 percent of the total. Governor Rockefeller was second with 26 percent, and Senator Kennedy was third with 13 percent of the first-place votes. Following these leaders were New York mayor John Lindsay with 5.5 percent and Richard Nixon with 4.6 percent. Neither Harold Stassen nor George Wallace received any first-place votes.

There were 31 write-ins; more specific information is not yet available.

In ballot mentions, McCarthy was first with 1117, Rockefeller was second with 1002, and Kennedy was third with 700 votes.

Voters Categorized

The foreign student vote at Wel- [illegible] cent of the total. Foreign students registered 13 votes for McCarthy, eight for Kennedy, six for Rockefeller, and one for Lindsay.

Fifty-five percent of McCarthy's first-place vote came from indithirds of his second and third-cated Independent voters, 30 percent from Democrats. Over two-thirds of his second and third-place votes came from the total of Independents and Republicans.

Fifty-seven percent of the first place Kennedy vote came from Democratic voters, and 32 percent from Independents. Over 80 percent of both his second and third-place totals came from a combination of Democratic and Independent tallies.

Rockefeller received 46 percent of his first-place vote from Republicans, 34 percent from Independents. He received 51 percent of his second-place votes from Independents. Of third-place votes, the New York Governor tallied 47 percent from Indepndents and 38 percent from Democrats.

Wellesley Strongly Dove

Concerning military action in Vietnam, 21 percent of Wellesley students favored immediate withdrawal, and 70 percent favored phased reduction of military effort. Less than two percent voted for either an increase in action or moves toward an all-out effort.

On the issue of bombing, 51 percent voted for permanent cessation, and 32 percent favored temporary suspension of all bombing. Only three percent favored intensified bombing, and less than one percent advised the use of nuclear weapons.

To solve the urban crisis, 54 percent of Wellesley students gave job training top priority in government spending, while 33 percent gave [illegible]

Now Speak Aloud

Alumna Advances Alterations in Keynote

(Ed's. Note. This letter was received from an alumna now in Hong Kong.)

by Marjorie E. Williams '66

Tonight I was locked out of my dormitory at Chung Chi College where I am teaching in Hong Kong and I have gone up to the classroom buildings and locked myself securely in my office for the night. I have A.R.B. Etherton's Certificate Comprehension open at pages 48 and 49 and every time a mosquito gets close enough I slam the book on him. Meanwhile I am reading an old copy of Keynote, Winter, 1964. As a literary journal it is not bad, it is in fact, good. But I find myself addressing certain revolutionary thoughts to the present Keynote editors and readers. Whether this reflects some subtle influence on my thinking by Mao or is simply the natural accompaniment to my aggressive attack on the mosquitos I will not venture to say, but these are the things I am musing over:

No one would wish Keynote to neglect literature and the visual arts; fiction itself, poetry itself, are not irrelevant. Nor would we wish that literature be required to serve any utilitarian purpose in a strict political or social sense. But isn't it a mistake for the arts to take an isolationist stand? I'm not sure it is healthy for poetry, short stories, literary criticism and art work to be printed in a separate publication making its appeal, consequently, to its own literary audience.

I wonder whether things have changed.

Has anyone thought of making Keynote into a journal of fiction, fact and opinion? What about liberalizing the artsy arts? What about an infiltration of socio-political forces into the pastoral scene? Without wishing to make any personal attacks, I must say that when I was a student the people running Keynote were about as receptive to foreign elements (which was apparently how they considered the non-arts) as is Burma. — And after all Burma has more cause.

Bad Reception

Keynote has complained in the past of its small audience. Ardent Keynote reps have been known to take something very like a strangle hold around one' neck when trying to sell subscriptions. Of course they need money, but money doesn't seem to be the only drive behind their crusades. The implication is always that social scientists and scientists shouldn't be barbarian, they should be interested in the arts. More particularly, they should be interested in what is being written on campus.

It is easy to sympathize with this view; it is also easy to be antagonized by it. Surely it is not desirable for the arts to attract an audience through their sense of duty! In a college that stresses liberal arts values as much as Wellesley, it does not seem too much to expect that a large percentage of the students and staff be interested in what is being written, etched, drawn, photographed in the name of art. However, can a magazine as specialized as Keynote fairly accuse the majority of students and staff of being too specialized in their interests, of harbouring a distrust for the arts, of being apathetic, mule-willed, thickheaded? Doesn't Keynote, admirable concentration of the arts that it is, encourage a view of the arts as specialized, separate from the everyday concerns of everyday people? — Not that Wellesley students are everyday people.

Diversity

One way of finding a larger audience is finding a more diversified audience. To attract a diversified audience, present more diversified material. Perhaps now is the time for Keynote to drop the role of literary magazine and also the role of campus magazine and become a significant literary and intellectual journal of the Cambridge area.

Keynote has printed non-literary articles before in a random way. I remember one report of a march on Washington, probably the 1963 Civil Rights March. But one or two articles in one or two years are not enough. A more definite program is needed.

Of course, a "liberal arts" magazine, serving up miniature reports from the Departments of English Literature, Economics, Sociology, and Chemistry, would be no solution. Wellesley needs a journal which, whether in the form of art or commentary, addresses itself to those problems which are of concern to individuals.

There is a danger in this. When art and socio-political commentary are confused for one another the product is most likely to be a hybrid that is interesting largely as an oddity. This is not always so, witness Swift's "A Modest Proposal," but after reading quantities of political literature one can only conclude that the exception does not make the rule.

What is needed is not an integration of art and politics, art and social conscience, art and philosophy, but merely co-existence, with the different elements existing side by side, observing their boundaries, supplementing each other.

New Image

This is what I have been musing; Why not try a definite change of image, a total re-naming, a shift of content to FICTION, FACT, and OPINION?

Aside from its other assets, such a change would offer future News reviewers a whole new range of criticism. "We do not question the advisability of publishing poetry and politics side by side, but surely a certain amount of segregation is necessary. In the Wellesley Journal of Fiction, Fact and Opinion, even the facts are fiction!"

I want to stress that I have not written this letter out of malice either towards the persons running the magazine or towards it itself. I have no personal grudge against the editors of my day and I wish the present editor nothing but good. It is in fact because I am conscious of the very high standard of writing and editing that goes into Keynote that I am now suggesting that it take on wider responsibilities. Not because journals concerned with socio-political issue are in some way better than literary magazines, but because Wellesley needs both. And it seems distinctly within the capabilities of Keynote to become both.

COMMITTEE MAIL

Mail addressed to the concerns of the committee formed by Miss Adams at the suggestion of Ethos last Tuesday should be addressed to the "May Committee," Box 19, and sent through House mail. The committee welcomes all student suggestions and urges students to write to them as a committee rather than to the individuals on the committee.

SCHOLARSHIP STUDENTS

Seniors, please return gowns borrowed from the Student Aid Office to the Chapel basement after graduation.

GERMAN PLAY

The German Club Play, "Stranitzky und der Nationalheld," will be presented tonight at 8 p.m. in TZE.

POSTER SALE

There are still several posters available for sale, including some of the popular red ones by the artist James McCracken. The posters were sold during the recent exhibition "A Collector's Universe." Interested persons should inquire in the museum office, Jewett Arts Center.

Barstow Plays Helpful Sprite In WGBH Experimental Show

Paul Barstow, director of the College Theatre and lecturer in theatre studies, will perform in the free-wheeling fantasy for children "I Wish I might" Sunday, May 19, at 7:30 p.m. on WGBH-TV, Channel 2. The show will be repeated Thursday, May 23, at 5:30 p.m.

Barstow plays the part of Norbert Beiner, one of three sprites from the Land of Wishes who help Patch, a small boy played by 12-year-old Teddy Reinstein, find the wish he has made in to be a tree. Patch has changed his mind, and while looking for his wish, the troupe encounters a number of other fanciful desires which are acted out with lively dance and dialogue.

Charleston on Stilts

"The costuming is delightful," he commented, and the music, which was done electronically, is one of the best features. The Boston Ballet Company performs the dance sequences, one a challenging attempt to do the Charleston on stilts.

The actors worked on location at Crane's Beach on the North Shore, and moved indoors for two weeks of studio work. TV personnel watched the screenings critically for an extension of the total learning experience, examining relationships between, for instance, the director and the choreographer as they existed and as they could have been in a scene.

Barstow pointed out that with the zoom lens, the actor is not in continuous contact with the audience as he is on stage, and is left more to the mercy of the cameraman and the director.

Experimental Fantasy

Experiments were encouraged, particularly since this was WGBH's first major local color production. Barstow recognizes that some of the attempts did not turn out as well as expected, but that the overall effect is one of delightful fantasy which should be well-received by children in the age five-to-ten range.

"I Wish I Might" was the collaborative effort of WGBH resident artists: poet-playwright Mary Feidhans-Feber, composer John Morri, and choreographer Joyce Trisler. The show is one of several to be presented over the next three years under a grant from the Rockefeller Foundation in its "Artist-in-Television" program.

Barstow explained that because there were not the usual financial or time constraints, the show was more or less "done for its own sake" and retain this free spirit in its final form.

Paul M. Barstow, direction of theater studies, takes on a new role for WGBH.

POETRY PRIZE

Every year the English Department at Wellesley has the honor of administering the award of an Academy of American Poets Prize for undergraduate verse. This prize is given by certain colleges and universities in this country whose creative writing programs are known to be strong. This year's winner of the prize is Davida Rubin '69, for her poem "from Gomes and Rituals of Antiquity."

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MEMBERS RECEIVE 8% REBATE

Juniors Tackle Their Own Identity, Major Field

by Lindsay Miller '69
With interviews by
Penny Ortner '69, Joanne Kntes '71
and Louise Welch '71

Ed.'s Note: This is the third in a series of four articles in which NEWS is looking at the four classes as they look at themselves and at Wellesley.

It's not easy to put the juniors in a box. At least, for freshmen and sophomores, there is a sort of universal terminology ("freshman discontent," "sophomore slump") which may or may not apply in particular cases. Seniors, likewise, are generally expected to be older, wiser and "outer-directed." Juniors, on the other hand, almost defy classification.

Perhaps it is this lack of a label which allows the juniors to be themselves. "When you don't have a role to play, you can do your own thing," a junior once said. This sense of achieving a personal identity was a recurring theme when News interviewed 26 members of the present junior class.

"I just know better what I can and can't do. I know myself better," explained Janet Hinlgens.

"I feel the first two years were a big waste, because no one taught me to answer the right questions. The experience was totally irrelevant to my past life," commented Jill Anderson.

"This last year has helped me to formulate ideals, act on my principles. I am using my Wellesley experience now in my life generally, as I couldn't before. I could give a three-hour dissertation on my Great Awakening junior year," she continued.

"You become more competent by becoming more strongly yourself in both academic and social situations," added Mimi Ellis.

For many juniors, all the talk they heard as sophomores about the Identity Crisis is beginning to make sense — in retrospect. For some, though not all, their identity problem was confoumled by the Wellesley Image, which they found superimposed on them by friends at home or by students at various men's colleges.

"So what," said one junior, "I've stopped worrying whether someone out there thinks I'm a type. I know, and my friends know, who I am."

Several others agreed that, as juniors, they had established strong friendships.

"I've come to rely on my friends to talk things out," said Jenny Cook. "I used to go off by myself to figure things out.

Familiarity on a personal level —with oneself, friends, professors — is matched by a familiarity with the academic life of the College, both its methods and material.

"I've been spending these years learning the tools of my trade, and now I feel I can really apply them. I'm beginning to feel like an independent scholar," said Betsy Purintun, who is one of eight members of the class recently elected to Phi Beta Kappa.

Although some juniors have switched from the major which they declared at the end of sophomore year, all are now identified with a particular field of concentration. How has being into the major affected their academic life?

"Last year, choosing the major seemed to be such a limiting experience because I had to 'reject' all but one field," said Marilyn Hagstrum. "What happened was to the contrary. Knowing my own orientation in literature has liberated me to see relations between all the subjects that interest me. I guess you'd call this experience an intellectual hourglass figure."

"A major gives you a set of concepts which you can use to look at subjects in your field and other fields. It's some place to put your feet, or maybe your big toe," said Meg Douglas. "Once you've internalized the concepts, you can do some creative theorizing of your own."

For this reason, several juniors spoke of the value of courses like historiography or criticism or research methods, which emphasize method instead of content.

"I really regret that future classes won't have the opportunity to do 299," said Kathy Shaw, "This year I've learned to appreciate the importance of the learning process itself, in classes as well as independent study. It's not just the content that makes a course meaningful to you."

As an economics major, Betsy Scott found that she could use her own point of view in reading for her introductory courses in political science and sociology.

"I really felt a contrast to some of the freshmen in the classes," Betsy said. "Many of them were flailing around, attempting to do all the reading. I think they were hoping to find the course material as a coherent whole rather than trying to fit the course material into their own pattern of thought."

Not all juniors felt that the choice of a major was the most significant aspect of their academic life.

"I do have a field of interest, but it doesn't fit into any academic compartmentalization," said Dorothy Devine. I haven't taken that many courses in my major. I consider majoring a kind of a joke anyway. 'Liberal arts' is as much as a major should be."

Others, however, argued that they have involved in their particular discipline. In fact, many spoke of the difficulty of choosing which courses to take.

"I dislike the idea of a maximum major," said Snowy Campbell. "I'd much rather have two more studio art courses than two more terms of lab science."

"At least, I've got all the distribution requirements behind me," said Susan Sheetz. Most juniors do, except for those who have put requirements off to senior year, hoping that the requirements would be cut.

How do juniors feel about the changes at Wellesley?

"Most of the major social and academic changes have occurred since our freshman year," said Wendy Judge, who will be president of the class of 1969 next year. "The most important thing is the feeling that things can change if you work at it."

"Wellesley has finally acknowledged that a women's college is for women, as opposed to girls," said Natalie Finn. "Having been a Wellesley dropout for half a year, I'm back now because I really want to be."

"I'm really happy to see a change from three years ago when the situation was students vs. faculty vs. administration," said Cathy Bowman. "Now, with younger faculty members joining the administration, there seems to be a willingness to communicate with students in all areas. Thus we now have more communication and unity among students and the administrative faculty."

"The college has become so much more liberal. Students and faculty are becoming more involved in the issues outside their courses," added Janet Hudgens.

"Wellesley is emerging and doing what many other universities in this country were doing five years ago -- becoming active and involved outside of the campus," she continued.

"The college seems more activist," said Priscilla Raymond. "It may be that the whole temper of college students is changing."

"I think there is much more respect for students in the administration now. I really like hope in the Craigville Conference. We've made progress, but there's still a long way to go," said Jill Amiersun.

In trying to evaluate the essence of being a junior it becomes clear that many of the thoughts impressed by members of the class of 1969 are not necessarily a function of the fact that they are juniors, rather than sophomores or seniors. Much of what is said is more related to college students in general, or to 1968 in particular.

Nonetheless, several juniors suggested what has made junior year unique for them.

"There was a large and full selection of what to study, and I enjoyed that freedom of choice," said Cathey Sinclair.

"I have a feeling that it should be the best year of the four, because you are familiar and have found your spot. I anticipate a lot of pressure next year with graduation and the real world impinging on our consciousness. In a way that's been true for me; academically at least it's probably been my best year," said Betsy Purintin.

Cathy Bowman felt "each year gets better because you learn so much more about everything. We're the oldest people who don't have to worry about what's happening next year."

According to Natalie Gault, and the attitude of most juniors, "you're competent. You can make the changes if you want to. At this point in your career, you are interested both in Wellesley and the world outside Wellesley.

Interns . . .

(Continued from Page 4)

as a news person. The range of experience ought to be tremendous."

Two of the Vassar Interns will be working for Congresswomen, one for Senator Kuchel, minority whip in the Senate, and one for the Fair Campaign Practices Committee, a nonpartisan committee.

In addition to on-the-job experience, the Wellesley-Vassar Interns will participate in a number of seminars, many conducted exclusively for this group, and a limited number of their friends from Wellesley and/or Vassar; and others on a much larger scale with other Washington interns.

Leslie Rehl has been elected chairman of the interns, and will "preside" over this summer's ten-week session in Washington.

Senate . . .

(Continued from Page 1)

people. This would not affect the limitation on the number of freshmen overnights. The sense of the meeting favored the proposal.

Missy also raised the issue of sophomore cars. It was mentioned that the previous car propoal had been approved not only by Senate but also by Academic Council. Mrs. Tenney, director of residence, noted that the present traffic violations on campus must be considered in evaluating the question of cars for another class. Senate will look at these statistics.

Wellesley's Upward Bound . . .

(Continued from Page 1)

English instruction and tutors as well. Each tutor is free to organize her own lesson plan, although Phillips stresses the importance of topics interesting to the boys.

One student tutor, Linda Borden '71, described a typical class in which she and her tutees discussed a Dick Gregory speech and a poem by Langston Hughes in terms of the differences between prose and poetry and the relative effectiveness of each.

Varied Activities

After their classes and lunch in Stone, the boys participate in assorted activities on the campus. Under the supervision of Karen Ludington '70 and Elena McCall '70, the boys take turns running WBS, organizing and engineering their own shows. Having learned how to operate the station, they have quickly become proficient at it and generally need little or no help.

The boys not busy at the radio station discuss current events with Philip Phibbs, assistant professor of political science, Suzy Saltzman '69, and Nancy Scheltoner '69, swim, play volleyball, attend art classes with Jhanet Fowles '69, Terry Muse '69, and Sally Gbillings '68, or take guitar lessons from Pete McClarity, Brandeis '71. Others wrote an rewriting As You Like It in modern terms, with the help of Pam Melaness '69. The day ends with dinner at the Well.

Reactions Favorable

In general the boys enjoy the program. "This place," said Mingsy Mitza with a wry grin, "turns me on." Tom Moore particularly likes the biology class, having one day caught one of its prize specimens -- a large red mite. Reg Riley feels that some of the lab work has helped him in his school biology class. Although Roy Lans doesn't see any improvement in his schoolwork due to the program, he enjoys it very much, especially the biology and the radio station. The boys as a group most enjoy their time at the station. Perhaps not surprisingly, they least enjoy eating lunch at Wellesley, and much prefer the Well's food to the dorm menus.

Peanut and the other girls working in the program have learned possibly more from the program than the boys. Very early they realized that flexibility in the program's structure was a necessity. Too right a plan can lead to boredom, and the girls must always be ready to try something new if one thing fails.

Reassessment

The development of the program has also led to a re-evaluation of goals. One of the tentative original objectives of the project was to improve the boys' grades, but the emphasis has now shifted toward instilling the desire to learn, toward catching and maintaining the boys' interest, as well as their trust. How best to achieve this the girls are still learning.

One thing they have learned, however, is that they are not yet ready to take on the challenge and responsibility of a summer program. They hope now to organize one for the summer of 1969, and in preparation for that will continue working throughout next year under the leadership of Judy Wagner '70. Although the exact form next year's program will take is still undecided, the girls hope for more inter-relation with the MIT program, and in particular for the opportunity to work with the boys at MIT itself, closer to their own ground.

Progress Slow but Real

The program of necessity is making slow progress. It represents, however, both the ability of Wellesley and MIT students to work together on a common project and the great interest of Wellesley girls and faculty in providing and enriching experience for the boys (as well as themselves) by so freely donating their time, talent, and patience to the project.

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Thirty-seven Faculty Leaving Wellesley Four to Retire; College Lists Departees

Thirty-seven faculty members will not be returning to the College in 1968-69. Four of these, John McAndrew, professor of art, (left at end of Term II), Miss Barbara Sahlitt, associate professor of German, Miss Concha Breton, associate professor of Spanish, and Mrs. Louise Wilson, professor of biology, are retiring this year.

The other faculty members leaving Wellesley College are William Ahlrich, instructor in economics; Stanley Rhikoff, visiting professor of history; Nelsim Butters, lecturer in psychology; Miss Monique Crochet, instructor in French; Mrs. Emily Dudek, assistant professor of chemistry; Mrs. Elinor L. Duff, instructor in music.

Miss Sarah Eeles, instructor in physical education; Stephen Flenberg, instructor in psychology; Mrs. Winifred Frehman, instructor in art; Mrs. Barbara Green, associate professor of political science; Miss Joen Greenwood, instructor in economics.

Mrs. Nancy Heer, instructor in political science; James Hiles, instructor in Biblical history; Mrs. Suzanne R. Hoover, instructor in English; Mrs. Evelyn Howard, assistant professor of physical education; Mrs. Gabriele Jackson, assistant professor of English; Miss Julia Keydel, instructor in art.

Mrs. Martha Liller, lecturer in astronomy; Burke Long, instructor in Biblical history; Miss Charlotte Marty, assistant in Chamber Music; Peter Marzahl, instructor in history; Dunbar Moodie, instructor in sociology; Miss Anne P. Neal, instructor in physical education; Mrs. Geroldine Nogelo, instructor in physical education; Mrs. Mary Potter, lecturer in psychology.

Robert Rogers, instructor in Biblical history; Mrs. Margery Sabin, instructor in English; Gerasimos Santas, associate professor of philosophy; John J. Searisbrick, visiting lecturer in history; Miss Margaret Stanley, instructor in French; Mrs. Asa Tenney, Director of Residence; Thomas Wagner, assistant professor of chemistry; and Chi Hua Wong, associate professor of chemistry.

Inevitably, the phenomenon of coincidence will occur at some point in time in every area of creative endeavor. Two writers remote from each other conceive the same story plot. A new production technique, or marketing concept, or technological breakthrough, emerges coincidentally from the "think tanks" of several unrelated competitive enterprises. It happens because there are no barriers or limitations impeding the development of ideas.

This is the point of beginning: the coincidental thinking or concept development of two or more individuals. When these thoughts reflect the viewpoints of a greater number of people, then bounds of coincidence appear to have been passed, and a definite trend becomes visible.

In some measure this has happened in the dialogue we have maintained throughout these past months. Matters of real substance have been discussed —corporate responsibilities regarding slum clearance and the war on poverty; opportunities for self-fulfillment in a business environment; whether business is motivated only by profit considerations; why profits are necessary for—and preclusive of—society's progress, and similar issues.

Varied though these subjects may appear, in developing points of discussion there has been a prevailing mode conveyed by these words:

individualism, initiative, interface, idea-producer, intellectualism, image, imagination innovator, integrity, issues.

In other words, the continuing concern not only has been with substantive issues, but with attainable courses beneficial to society through which personal self-fulfillment is achieved. The "i" equates with "I".

Whether this vein of thought is prevalent on the campus may be open to question; but the fact that it is strongly present in the minds of the more thoughtfully articulate students—that it is symptomatic of a growing trend—is beyond question.

It is to them particularly that I would like to address my remarks as this phase in our dialogue draws to a close.

We are faced with some amazing paradoxes. Scientific research is penetrating mysteries that have baffled man through the ages—outer space, the oceans' depths, even the secrets of human life that may result in prolongation and improved health.

Productive technology and better distribution have brought higher living standards to more people than ever before. And these advances are accompanied by profound concern for the place of the individual in the community, the acceptance by some and preservation by others of the concepts of human dignity, and desire for self-fulfillment in an increasingly complex society.

Yet there is continuing ferment, agitation, civil riots, and even war on the contemporary scene. It could be argued that these are inevitable by-products of the profound changes now under way.

However, these conditions are not beyond improvement. To the contrary, they must give way to the forward thrust of progress. Not by happenstance, but rather because farsighted individuals with courage and conviction—whether in business, government, or the professions—will determine workable answers. The implementation of these answers in large measure will be accomplished through the resources and skills of business.

And here's another paradox . . . virtually all humanistic goals can be most readily achieved through massive organizational efforts. Does this mean that the "i's" and "I" must give way in the name of social progress? Only by default; and I think it is unlikely. The attitudes, expressed views, and records of many leaders will not admit this possibility today.

Certainly the scrutiny of business by the campus will serve helpfully to prevent such default in the future.

Awareness of this scrutiny has influenced my thinking throughout this dialogue. If your perspective of business has been broadened by the thoughts and views exchanged, then good purpose has been served, and we have both benefited.

The responsiveness to our dialogue from other quarters of the campus—students and faculty alike—and from segments of the business community continues to be salutary. This suggests that our dialogue has prompted "thought-starters" which are contributing to a broader base of understanding and mutual respect through exposure of viewpoints.

On this closing note, I wish you all well in your further academic endeavors and in the development of your chosen career direction.

WHAT HAS BEEN SAID... Throughout this academic year, Robert W. Galvin, Chairman of Motorola Inc. has maintained a continuing dialogue with four thoughtful and articulate students, each speaking from a different campus, each expressing personal viewpoints. They are Barbara Caulfield of Northwestern, Paul Sittenfeld of Princeton, Frederick Sayre of Arizona, and Ralph Kimball of Stanford.

The issues covered a broad spectrum and were developed indepth. They were symptomatic of campus attitudes toward business...the responses were intended to develop another dimension. Hopefully, broader understanding has been gained from this dialogue.

Robert W. Galvin
Chairman, Motorola Inc.

Paul G. Sittenfeld

Ralph Kimball

Fred W. Sayre

Barbara Caulfield

G. Hamilton Plays The Old Press Game

by Lindsay Miller '69

I used to abhor
George Hamilton IV,
Having seen his ways,
I'll damn with faint praise.

Wearing a red-white-and-blue suit, I marched into The Star-Spangled Girl (George Hamilton's current play at the Shubert Theater), and, like any All-American student reporter at a press conference, I asked the bright young star why his play wasn't more relevant.

"And where do you go to school?" he asked before answering. I said Wellesley. "I feel pretty dumb with you people around," he said, flashing one of those grins of chagrin.

Press Conference

The occasion was a meeting with members of the college press, following a performance of the play one night last week. Actually, it turned out that only half the people there were student press, and the other half were local beauty queens waiting to be whisked off for an after-theater drink.

The play was enough to drive anyone to drink. It concerns the affairs of two young-but-dedicated Protest Writers and the Star-Spangled Girl who moves in next door. Boy No. 1 loves girl, who loves Boy No. 2, who can't stand the girl. The ending, however, is happy.

This smash hit, written for Broadway in 1966, is by Neil Simon, author of "Barefoot in the Park," "The Odd Couple," and others of that ilk. Like his other shows with limited casts, this play stars George (playboy of the western world); features Jimmy Boyd (you remember, the kid that Kelly on Bachelor Father used to date); and introduces Donna Martin (you guessed it, Big Dean's daughter).

All three performers were at the press conference, but George—who had taken off the beads he wore in the play and put on his horn-rimmed glasses—fairly monopolized the interview.

The conference began with the usual loyal-fan-type Questions: "Mr. Hamilton, what's next in your career plans?" "Mr. Hamilton, is it difficult being on stage all but three minutes of the play?" "Mr. Hamilton, when does your new TV series, based on the career of Howard Hughes and co-starring Lana Turner, start?"

The Big Question

I took a deep breath and looked him in his good-looking (really) eyes and asked my loaded question. (Since I had sworn not to mention Lynda Bird, the question of relevance — or lack of it — seemed most likely to produce an interesting answer.)

"Both the critics and the defenders of American society look rather silly in this play," I said. "Do you thing this play has anything to say for 1968?"

"Frankly ,no," said George. "This play is pure transportation, nothing else." "I did try to bring my part up to date by wearing beads instead of a tie." I was glad he didn't try any harder to answer my irrelevant question.

The Tables Turn

What happened next was rather amazing. Everybody — including the actors — began to talk about what a bomb the play was.

"I think Simon took all his left-over one-line gags and wrote this play," said Jimmy Boyd.

"I though I was going crazy when I learned my lines," said George. "They're all non sequiturs. You really have to play each line right, or it doesn't come across at all. For instance, very few audiences get the joke about Kruffl-Ebing."

Name Game

Later, when the conference was over, I decided to ask that good-looking man one more question.

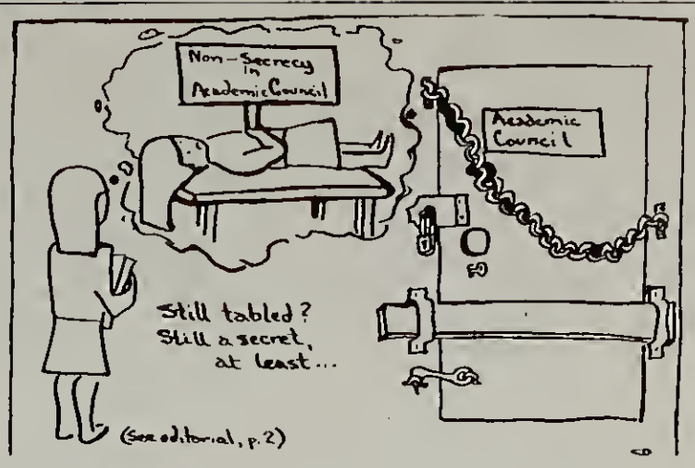
"Who exactly was Kruffl Ebing?" I asked.

George didn't know. Neither did his costars. One of the beauty queens did.

"Kruffl-Ebing? Didn't he write The Psychopathology of Sex?",

About that time, another girl was also looking into his eyes. "You may not remember," she said, "but you met my sister Ann last year at Acapulco . . . "

I left just as he was beginning to remember. He may be a politician yet.



Tree Day Extra

Faculty Face Crucial Confrontation

by Anne-Marie Connolly '70

It's about time again almost Tree Day and the friendly crew found in back of the mail house. Several of the crew members are returning at last year's crew.

For the second year in a row Mrs. Ingrid Shaller assistant professor of philosophy, is coxswain. In commenting on the responsibility of her position she said, "This could be a full time job."

Alan Schechter, assistant professor in political science, looks on the newly-formed system with hope. He said "We're finally learning and to rock the boat."

Speaking of boat rockers, a few of the oarsmen have never rowed before. David Lester, instructor in psychology, hails from Cambridge where one out of five students row. Lester was one of the other four; he has blisters. "I may not do this next year," he added. Ward Cramer, instructor in psychology, claims, "It (the shell) does rather resemble a cigar." Right, Mr. Cramer.

Three-fourths of the physics department comprise three-eighths of the crew: Judith C. Brown, Janet B. Greenacy, and Walter Zimmermann. Zimmermann is confident that (in all probability) he will be the first faculty member over the finish line. He's rowing bow. Rumor has it that he is rigging an outboard.

Phillip Phibbs, assistant professor of political science, and Torsten Narvig, assistant professor of mathematics are pulling their own.

The entire crew is easily recognizable by their "We try harder" buttons." The buttons, and considerable verbal encouragement, were presents from their head cheerleader, Miss Ruth Adams, president of the college.

"And now we'll take her up . . . if there are no objections."

Rockefeller . . .

(Continued from Page 3)

the State House. A UPI correspondent disagreed. "The campaign hinges on the support of the Republican governors, especially the favorite son candidates like Governor Agnew of Maryland."

The conversation switched to the importance of the polls. "The campaign will be based largely on the results of the polls," asserted an AFC correspondent.

"But the polls are really not significant. The pollsters can manipulate them to show anything by discriminating choice of the sampling, questions, etc.," countered another delegate.

Governor Rockefeller also discounted the polls at a press conference Monday morning at the Sheraton-Plaza. "The people are not going to be influenced by the results of the polls. There are too many other considerations, especially the issues at hand," he said.

Task Force

Officially, Governor Rockefeller was in Boston to attend the meeting of the Republican Governor's Task Force headed by Governor Raymond P. Shafer of Pennsylvania, author of the plan of the regional platform hearings.

"This is the first thrust by the nation's 26 governors to work together in drafting the blueprint for a Republican Administration for the next four years," Rockefeller noted at the press conference following the hearing.

Wellesley Interest

Several Wellesley students have been campaigning with the Massachusetts Citizens for Rockefeller group headed by John Soleau and Mrs. Robin Bell.

During "The Fifteen Days of May" The Central Art Exhibit for Artists Against Racism and the War will be open at the Castle Square Project, 150 Tremont Street, Boston. The show was started by the tenants' prevention committee at the Castle Square Project.

There will be paintings, drawings, weaving, prints, pottery, sculpture, and photos. Some of the artists will be Tavish, Mazur, Trachtman, Calvin Burnell, Chandler, Micho, Palmsky, Elaine Wing, Robert Hamilton and Richard Stroud.

The exhibit will open at 8:30 p.m. on May 10. It will remain open through May 25, and the hours will be: Monday through Saturday, 11-6 p.m. and on Sunday from 1-6 p.m. On May 28 the exhibition will be moved to Franklin Park for the mixed media finale planned by the Artists Against Racism and the War.

For further information, please call Ben Watkins at 536-3420.

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